

Comprehensive Counseling and Guidance Program
Annual Report 2004-05

School Cottonwood High School

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

Counselors record meetings with students and parents on Microsoft Works program. Group presentations are recorded by hand.

In what ways does your school use the district developed SEOP folder?

SEOP folders are started in our junior high feeder schools and passed to us when students transfer to 10th grade. They are filed in the Career Center for easy access.

What would you consider a "best practice" for SEOP folder utilization – for counselors and for students? Folders are used by counselors during individual SEOP's and by students when groups meet with the Career Counselor. Folders need to be easily available for students to review and add materials at any time. Writing information in the folder is redundant when grades, credit information etc. can be easily accessed online.

Individual Planning	Counselor Schmeling	Counselor Liapis	Counselor Creel	Counselor Allsop	Counselor	Counselor	Totals
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year – adds and drops included</i>).	383	429	233	437			1,482
Number of students in counselor caseload who have had an <i>individual</i> SEOP intervention meeting with their counselor during the school year.	383	429	233	437			1,482
Number of parents who have met with their student and a counselor in an <i>individual</i> SEOP intervention meeting during the school year.	182	432	165	304			1,083
Total number of <i>individual</i> SEOP intervention meetings counselor with all students (cumulative).	1,195	1,756	890	1,424			5,265



ENTERED

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
Sophomore Orientation	10	No	8-18-04
Psychology Classes	10,11,12	No	10-25&26
Health Classes	10	No	11-8,9,10,11
9th Grade Counts	9	No	11-19
Scholarship/Financial Aid	12	No	11-3
Portfolios	12	No	1-3,4,5,6
Psychology Classes	10,11,12	No	3-21,22
Health classes	10	No	2-7,8,9,10
Portfolios	12	No	4-25,26,27,28
Senior Group - Post High School	12	No	9-30-
Junior Groups	11	No	February
Sophomore Groups	10	No	May

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

No

Richard Schindler
Counselor

Judy Lape
Counselor

Peggy Allsop
Counselor

Julie Johnston
Guidance Assistant

Shirley Moore
Principal

Counselor

Counselor
Bethina Creel
Counselor

Richard Palmer
Career Counselor (high schools)

5-31-05
Date

May 2005

Granite District Guidance Program "Snap Shot" Action Plan and Results

Small Group/USOE "Closing the Gap"

School: Cottonwood High School

Counselors participating in the project: Peggy Allsop, Judy Liapis, Richard Schmeling

Focus Area: Increase the number of SEOP intervention meetings for identified students ("snap shot") group.

Project Description – Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school?

Eleventh grade students who are behind credit for graduation and who have grade point averages below 2.0. These students need more interventions to help them get on line for graduation before their senior year begins.

1. Planned Actions (Process Data)

Counselors identified 30 students in eleventh grade based on deficient credits and/or grade point average. Counselors met with these students at least every two weeks, parents were contacted twice each term, and a formal SEOP conference was conducted.

2. Expected Outcomes (What do you anticipate?)

Fifty percent of the identified students would be less deficient in credit and/or raise their grade point average.

3. Results Data

Were planned actions completed?

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

Counselors completed the interventions as planned.
19 students raised their grade point by an average of 1.1
8 students dropped their grade point by an average of .5
3 students transferred to Central

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.

ENTERED

MEMO

To: Kent Mendenhall, Judy Peterson
From: Cottonwood Counselors
Re: Closing the Gap Projects
Date: May 13, 2005

Here are the reports of two additional projects we worked on this year.

1. GOAL: To reduce the number of students who are deficient in credit.
We delivered progress summaries to all students once each term.
RESULTS: At the beginning of the year we had 372 students who were behind .25 or more credit. At the end of third term 326 students were behind .25 or more credit.
Information delivery helped students be aware of their graduation status and encouraged dialogue with counselors so that make up work could be completed.
2. GOAL: To increase the number of 10th grade parents who attend SEOP conference.
We increased our efforts to communicate with parents. Secretary's helped with calls to parents and appointments. We used the school newsletter and our web site to inform parents of SEOP dates.
RESULTS: 161 parents attended their students' SEOP conference in 2003. 187 parents attended their students' SEOP conference in 2004.

Comprehensive Counseling and Guidance Program
Annual Report 2004-05

School Cyprus High School

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out ""best practices"" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students.
 (Attach a separate sheet if necessary.)

Each counselor fills out a tracking paper and assistant enters data.

In what ways does your school use the district developed SEOP folder?

We pass it out to 10th graders in their SEOP to keep for a folder for important papers (special awards, ACT scores, SEOP information, College information, etc. We keep a separate folder for students.

What would your school consider a "best practice" for SEOP folder utilization - for counselors and for students?

Our process works well for us at Cyprus.

<i>Individual Planning</i>	<i>Derrick</i>	<i>Thomas</i>	<i>Corbett</i>	<i>Townsend</i>	<i>Totals</i>
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year - adds and drops included</i>)	383	400	362	369	1514
Number of students in counselor caseload who have had an <i>individual</i> SEOP intervention meeting with their counselor during the school year.	365	390	346	359	1460
Number of parents who have met with their student and a counselor in an <i>individual</i> SEOP intervention meeting during the school year.	99	138	117	83	437
Total number of <i>individual</i> SEOP intervention meetings by counselor with all students (cumulative).	981	1349	992	950	4272

ENTERED

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

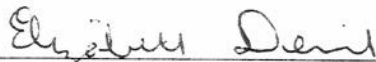
Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
College Workshop	12	No	12/20/04
Choices	10	Yes	10/04
Learn the Language of High School	10	Yes	10/04
Senior Meeting/SEOP's	12	Yes	9/04
SEOP's	10	No	11/04
9 th Grade PTG Presentation	9	No	01/05
10 th Grade PTG Presentation	10	No	10/04
SEOP's	11	No	02/1-16/05
Career Planning	11	No	12/6-10/04
Career Forum	10/11	No	02/17/05

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?

(What did the students learn by participating in the guidance activity, etc.?)

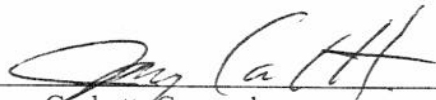
es. Students in 11th grade Career Planning Presentation learned College information, and how to relate their interests to possible career choices.



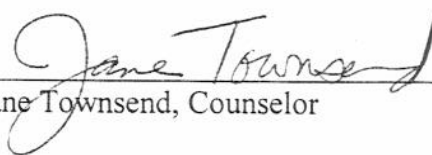
Elizabeth Derrick, Counselor



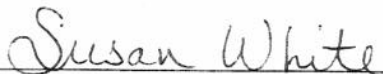
Larae Thomas, Counselor



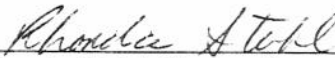
Jerry Corbett, Counselor



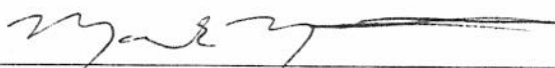
Jane Townsend, Counselor



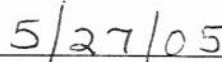
Susan White, Guidance Assistant



Rhonda Stohl, Career Counselor



Mark Manning, Principal



Date

May 2005

Granite District Guidance Program "Snap Shot" Action Plan and Results
Small Group/USOE "Closing the Gap"

School: Cyprus High School

Counselors participation in the project: Elizabeth Derrick, Larae Thomas, Jerry Corbett, Jane Townsend

Focus Area: Increase the number of SEOP intervention meetings for identified students ("snap shot") group.	
Project Description - Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school? <i>10th Grade Students who are missing between .25 to 1.00 Core Credits, with at least 1.8 CPA & GPA</i> <i>These students are actively engaged in school but are behind in credit. We believe that extra intervention may make a difference in keeping these students on track.</i>	
1. Planned Actions (Process Data) <i>All students : Received SEOP's Interest Inventory Afternoon School Referral Summer School Letters Parent Contact</i>	
2. Expected Outcomes (What do you anticipate?) <i>For students to get back on line for graduation.</i>	3. Results Data Were planned actions completed? What are the measurable outcomes or results? Attach your documentation (numbers, etc.) <i>Improved - 25% (59% - Stayed the same or improved) Maintained - 34% Failed Additional Courses - 41%</i>

Guidelines:
Approach the project as a team - the same goals and planned actions to support a guidance program rather than individual counselor positions in your school.
Participation in this project is a requirement from the USOE for on-going funding.

 **ENTERED**

Cyprus High Snapshot Group
May 2005

	Total Students	Choices	SEOP's	Parent Contact	Afternoon School Referral	Summer School Letter	Withdrawn
Derrick	10	10	10	10	10	10	
Thomas	10	9	10	9	9	9	1
Corbett	13	12	13	12	7	12	1
Townsend	10	9	9	8	5	8	
TOTALS	43	40	42	39	31	39	2

**Comprehensive Counseling and Guidance
Annual Report 2004-2005**

School: **Granger High School**

Date: **05/31/05**

Comprehensive Counseling and Guidance

Are we moving toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work counselors do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

Describe your school's system for tracking and keeping record of your [SEOP] meetings/interventions with students.

The counselors and the school computer tech (Karen Broadhead) have developed and continue to revise a computer database using ACCESS to track our students.

In what ways does your school use the district developed SEOP folder?

We do not use the district developed SEOP folder. Our feeder schools do send the district folder over to us and we pass them out to the students. We believe the information is best utilized by the students when they have access to it. We have our SEOP components on our data system. We use the "five things that every student needs", which were recommended by the district to drive our SEOP process.

What would your school consider a "best practice" for SEOP folder utilization - for counselors and for students?

For years we have been giving the students any materials we use in the SEOP process. We find they are capable of organizing and following through with the materials if they take ownership. The students have demonstrated an increased empowerment since we have gone in this direction.

 **ENTERED**

	Tom Hansen A-E	Annette Swenson F - L	Robert Gonzales M - R	Marci Mills S - Z	Totals
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year</i>).	419	466	406	389	1680
Number of students in counselor caseloads who have had an <i>individual</i> SEOP intervention meeting with their counselor during the school year.	386	424	375	361	1546
Number of parents who have met <i>with their students and a counselor</i> in an individual SEOP intervention meeting during the school year.	182	183	94	136	595
<i>Total of any time of parent contact during the year (cumulative).</i>	271	335	263	555	1424
Total number of <i>individual</i> SEOP intervention meetings by counselor with all students (cumulative).	1589	1909	1560	1773	6831

List counselor *classroom presentations* by grade level and topics addressed.

August

New student registration (All grades) , School orientation materials

September

New student registration (All grades) School orientation materials
 Senior Group Meetings Post high school, PTG's
 Senior College Day College information and prep
 Sophomore Counselor Stops PTG's, *Personal Power Checklist*

October

Junior Counselor Stops PTG's, New requirements for graduation, UBSCT
 9th Grade High School Counts Credits, school programs, time line, reality

November

All grades SEOPs SEOP's to run throughout the year

December

All students Nami Presentation - small groups
 Sophomore Counselor Stops PTG's, SEOP form
 Senior Counselor Stops PTG's, Post high school, Credit make up, ACT, and letters of recommendation
 Junior Counselor Stops PTG's, Registration prep., Interest and goals worksheet

January

New Student Registration (All grades)

School orientation materials

February

9th graders

New Sophomore Registration (9th)

(West Lake Jr., Valley Jr.)

New Senior Registration (11th)

New Junior Registration (10th)

Senior Counselor Stops

Pre-registration information

Orientation and options for high school schedules

PTG's, future planning and options

PTG's, future planning and options

PTG's; post high school planning, financial preparation

March

9th grade Kennedy Jr.

New Sophomore Registration (9th)

(Kennedy Jr. High)

ESL Registration (10th, 11th)

Pre-registration information

Orientation and options for high school schedules

Small group registration

April

Senior Counselor Stops

Junior Counselor Stops

ESL Classes

PTG's, exit survey

PTG's, Summer school info., Higher Ed. 1010

Summer info, senior survey, PTG's

May

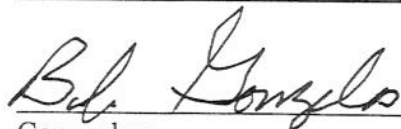
AP Testing

Sophomore Counselor Stops

PTG's, Summer school info, *In the Know About Careers*

List groups held by counselors. Topics addressed. (Attach separate sheet if needed.)

Group	Topic	Number of Students
Small groups	Grief Counseling	20+
Student Body About 30 in a group	NAMI UTAH Mental Health and Mood Disorders	1350+



Counselor



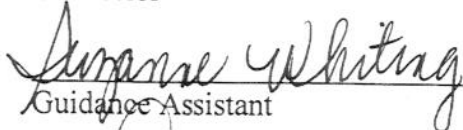
Counselor



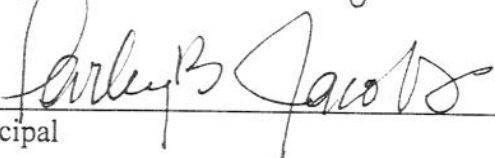
Counselor



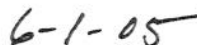
Counselor



Guidance Assistant



Principal



Date

May 2005

Granite District Guidance Program "Snap Shot" Action Plan Results 2004/2005

Small Group/USOE "Closing the Gap"

Granger High School

Counselors: Tom Hansen, Annette Swenson, Robert Gonzales, Marci Mills,

FOCUS AREA/GOAL: Counselors will work to promote increased SEOP directed interventions leading to high school graduation for students who are deficient in credits.	
Project Description - Statement of Need: Many of our students are off-track for graduation or at-risk and need a higher dosage of counselor interventions to increase their chances to get back on-track and finish the requirements for a high school diploma.	
Expected Outcomes - Measurable Objectives The number of students off-track for graduation will be reduced over the course of the year.	Results Data <i>See attached individual counselor outcome sheets</i>
Planned Actions S.E.O.P. interventions for students with their counselor <ul style="list-style-type: none">• Referrals to earn appropriate credit for make-up options<ul style="list-style-type: none">Learning Center referrals for all gradesAdult Community Ed. referrals for all gradesSummer school referral letters (10th and 11th)• Notification/Information provided to parents of students off-track for graduation.<ul style="list-style-type: none">Senior quarterly letters mailed homeSummer school referral letters (10th & 11th)• Appropriate student placement<ul style="list-style-type: none">ESL steering and placement workResource referralsRegular education student schedules	Actions Completed: An increased number of S.E.O.P. interventions were provided for students in our snap shot group. <ul style="list-style-type: none">• Referrals to earn appropriate credit for make-up options included:<ul style="list-style-type: none">Learning Center referrals for all gradesAdult Community Ed. referrals for all gradesSummer school referral letters (10th and 11th)• Notification/Information provided to parents of students off-track for graduation included:<ul style="list-style-type: none">Senior quarterly letters were mailed homeSummer school referral letters were mailed in May• Appropriate student placement included:<ul style="list-style-type: none">ESL steering and placement work quarterly or moreResource referrals through out the yearRegular education student schedules constantly

ENTERED

**Comprehensive Counseling and Guidance Program
Annual Report 2004-2005**

School Granite High

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold Individual SEOP interventions with every student.
- Identify "best practices" for record keeping and tracking of the work counselors do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" Requirement)

Describe your schools system for tracking and keeping record of your [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.) **Each counselor has a tracking sheet on which they keep track of their interactions with their students. At the end of each quarter the tracking sheets are then given to the Comp. Guidance Assistant who enters the data onto**

Describe both the benefits and drawbacks of a greater emphasis on record keeping and tracking of the work counselors do with every student. (Attach a separate sheet if necessary.) **One benefit might be that counselors are able to keep track of student interactions in an organized manner. Several drawback are also inherent. Counselors forget to mark the book. It's another administrative task to perform. The record reflects quantity (not quality) of interactions. The required report at the end of the**

School Support

	Barry	Cris	Lesley Ann	Uinalu	Lanny	Leigh Ann	
Individual Planning	Counselor	Counselor	Counselor	Counselor	Counselor	Counselor	Totals
Total number of students by counselor caseload (actual number of students from the beginning of school year).	254	311	221	220	227	165	1612
Number of students in counselor caseload who have had an individual SEOP intervention meeting with their counselor during the school year.	234	293	203	204	207	158	1299
Number of parents who have met with their student and a counselor in an individual SEOP intervention meeting during the school year.	111	133	118	81	186	102	731
Total number of individual SEOP intervention meetings by counselor with all students (cumulative).	594	2440	1455	1353	1255	942	8039

 ENTERED

May 2005

Granite District Guidance Program "Snap Shot" Action Plan and Results

Small Group/USOE "Closing the Gap"

School: Granite High School

Counselors participating in the project: Uinalu Fonua, Lanny Howe, Leigh Ann McCann, Cris Olsen, Barry Rinehart, Lesley Ann Shaw

Focus Area: *Increase the number of SEOP intervention meetings for identified students ("snap shot") group.*

Project Description – Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school? We have identified a group of poor attenders and low-achieving students. It is hoped that more SEOP interventions will have a positive effect on this group.

1. Planned Actions (Process Data) Meet with parent and student to outline options. If afternoon alternative school is selected, a contract will be assigned by both student and parent which outlines expectations (satisfactory attendance and passing grades).

2. Expected Outcomes (What do you anticipate?)

A.) Student may remain in Afternoon Alternative for up to 4 quarters and return to day school at the beginning of any quarter upon successful completion.

B.) Student may choose another placement (Central, Adult Ed, etc.) If contract is not met.

3. Results Data

Were planned actions completed? Yes

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

Student/counselor data from district tracking

Report cards - a sample is attached. We served a total of 100 or more students in Afternoon Alternative classes during the year. Sometimes, even though grades did not improve, success was felt to be achieved for retaining the student in school.

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.

ENTERED

**Comprehensive Counseling and Guidance Program
Annual Report 2004-05**

School Hunter High

ENTERED

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students.
(Attach a separate sheet if necessary.)

We keep a log sheet of all students. Students sign in when they come in for appointments. These are then put into our log books.

In what ways does your school use the district developed SEOP folder? We keep SEOP sheets for each year (10, 11, 12) in folder. Did not have folders this year for 10th grade but used manilla folders instead -

What would your school consider a "best practice" for SEOP folder utilization - for counselors and for students?

We feel Junior High folder and/or contents at the end of 9th grade should be given to the student. We have a turnover of students its very difficult to keep folders going from Junior High to High School. We use the SEOP sheets & keep them from 10th through 12th grade.

Individual Planning	Counselor Murrell	Counselor Travis	Counselor Mangrum	Counselor Kline	Counselor Joos	Counselor Cooney	Totals
Total number of students by counselor caseload (actual number of students from the beginning of the school year - adds and drops included).	436	439	417	229	450	417	2388
Number of students in counselor caseload who have had an individual SEOP intervention meeting with their counselor during the school year.	417	399	407	211	429	404	2267
Number of parents who have met with their student and a counselor in an individual SEOP intervention meeting during the school year.	212	179	179	80	240	255	1145
Total number of individual SEOP intervention meetings counselor with all students (cumulative).	1741	1845	1839	835	2094	1801	10,155

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
See attached			

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?

(What did the students learn by participating in the guidance activity, etc.?)

We evaluated through a survey the 5 things kids need to succeed. (students, teachers + parents) Curriculum was given to faculty, students + parents - Students learned more of what they need to be successful and how the counseling center plays an integral part.

Claudia Travis

Counselor

Elizabeth Mayhew

Counselor

Marilyn Steier

Counselor

Kathy Littlewood

Guidance Assistant

[Signature]

Principal

Marta Cooney

Counselor

[Signature]

Counselor

Alfred J. Murrell

Counselor

[Signature]

Career Counselor (high schools)

6-2-05

Date

Guidance Curriculum:

<u>1st quarter:</u>		<u>Date</u>	<u>S & S used</u>
10 th :	Learn the Language of High School It's Time to Plan - Now	8/17/04	yes
11 th :	School Success	9/1/04	yes
12 th :	Senior Packet	8/31/04	no
<u>2nd quarter:</u>			
10 th :	UBCT preparation	12/13/04	no
11 th :	CEI Interest Inventory, ACT info	11/8-11/9	no
12 th :	Credit Makeup, Utah Colleges at a Glance, CPA, ACT/SAT	11/15-11/18	no
<u>3rd quarter:</u>			
10 th :	ACT Prep, Registration Cards	2/15-2/16	no
11 th :	ACT Prep, Registration Cards	2/15-2/16	no
12 th :	Knowledge for College, Paying for College, Fast Web	2/8/05	no
<u>4th quarter:</u>			
10 th :	Making up credit, CPA	4/13/05	no
11 th :	Making up credit, CPA, College visits	4/13/05	no
12 th :	Diploma of Merit, Senior Awards, Future Plans and Goals	4/6/05	no

May 2006

Granite District Guidance Program "Snap Shot" Action Plan and Results

Small Group/USOE "Closing the Gap"

School: Hunter High School

Counselors participating in the project: Claudia Travis, Liz Mangrum, Brett Joos, Ed Murrell, Marilyn Kline, Marta Cooney, Tim Collins

Focus Area: *Increase the number of SEOP intervention meetings for identified students ("snap shot") group.*

Project Description – Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school?

These students are short on credit for graduation. Many have attendance issues.

1. Planned Actions (Process Data)

Meet with students in the career center, and discuss career options, value of a high school diploma, comparison of salaries with/without diploma, job skills and training. Then meet with each counselor individually, went over PTG, credit options, attendance and "How to Get Good Grades".

2. Expected Outcomes (What do you anticipate?)

Improvement of credits from beginning of school to present.
Student's have a plan and options for making up credit.

3. Results Data

Were planned actions completed? Yes

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

Attached is the documentation for our "Snap Shot" group.
Students short of credit.

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school.
Participation in this project is a requirement from the USOE for on-going funding.

* Attached documentation

ENTERED

Snap Shot Small Group

Ed: $\frac{18}{18}$ # Still Short
Started With

Claudia: $\frac{17}{22}$

Liz: $\frac{19}{22}$

Marilyn: $\frac{15}{16}$

Brett: $\frac{20}{21}$

Marta: $\frac{22}{24}$

Total: $\frac{111}{123}$ total of students still short of credit
total number of at risk students

12 students improved from the beginning of the school year.

**Comprehensive Counseling and Guidance Program
Annual Report 2004-05**

School KEARNS H.S.

ENTERED

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

SEE ATTACHED

In what ways does your school use the district developed SEOP folder?

IT IS DIFFICULT TO USE THE 'DISTRICT' FOLDER. WE HAVE AT LEAST 3 VERSIONS OF THE FOLDER. IF THERE IS ANY MATERIAL FROM THE JELLYBON IN THE FOLDER IT IS USED FOR THE SEOP PROCESS. ITEMS FROM OUR BREAK OUT SESSIONS ARE KEPT IN THE FOLDER.

ELECTRONIC

Individual Planning	Counselor CRANE	Counselor HANSEN	Counselor KENT	Counselor OLSON	Counselor ROBINSON	Counselor	Totals
Total number of students by counselor caseload (actual number of students from the beginning of the school year - adds and drops included).	412	462	431	406	396		2107
Number of students in counselor caseload who have had an individual SEOP intervention meeting with their counselor during the school year.	399	431	418	397	375		2020
Number of parents who have met with their student and a counselor in an individual SEOP intervention meeting during the school year.	1599	2538	1253	1366	1245		8001
Total number of individual SEOP intervention meetings counselor with all students (cumulative).	106	354	132	258	115		965

* REPORTING BEGAN 11/04

Guidance Curriculum


List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
SEE ATTACHED			

Guidance Curriculum Evaluation


Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)


YES. ATTACHED ARE EXAMPLES OF EVALUATIONS USED.

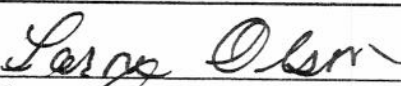

Counselor

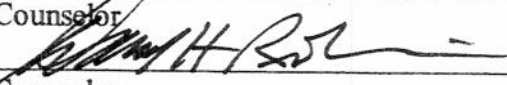

Counselor


Counselor

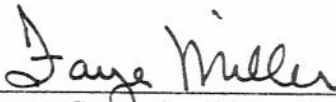

Guidance Assistant


Principal


Counselor


Counselor

Counselor


Career Counselor (high schools)

5/25/05
Date

	A		C	D	E	G	H	J	K	L	M		O	P	Q	R	S
1				Group SEOP				Total Guidance Activities		SEOP Interventions							
		Student Number	Grade	Guid Curr	Guid Curr	Guid Curr	Guid Curr		Entry Date	Post High	Schedule	Personal	PTG	SEOP w/o Parent	SEOP w/Parent	Parent Contact	Total Meetings
2	Student																
3																	

Student Tracking Data

Kearns High School

As of Mar. 22, 2005

	Crane	Hansen	Kent	Olson	Robison	Total
Total number of students in Counselor's caseload.	412	462	431	406	396	2107
Total number of students who have met individually with their counselor during the year	399	431	418	397	375	2020
Total number of individual meetings (interventions) by counselor with students, cumulative.	1599	2538	1253	1366	1245	8,001
Total number of parents who have met individually with their student and counselor.	106	354	132	258	115	965

****Reporting for Counselors Kent and Robison began mid-October, 2004.

Septem 2004

Granite District Guidance Program "Snap Shot" Action Plan and Results

Small Group/USOE "Closing the Gap"

School: Kearns High School

Counselors participating in the project: Laron Olson Dick Crane
 Brett Hansen Dave Robison

Focus Area: Increase the number of SEOP intervention meetings for identified students ("snap shot"group).

Project Description – Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school?
Monitor student progress with emphasis on graduation status, attendance, and GPA.

1. Planned Actions (Process Data)

We hope to improve graduation status, attendance, and GPA with identified students through individual SEOP interventions.
Each counselor will identify 30 students who are not on-line for graduation.
Counselors will meet with students and track their progress.

2. Expected Outcomes (What do you anticipate?)

3. Results Data

Were planned actions completed?

What are the measurable outcomes or results (attach documentation - numbers, etc.).

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school.
Participation in this project is a requirement from the USOE for on-going funding.

 ENTERED



Utah Music Educators Association

KEARNS H.S.
SNAP SHOT GROUP
(12TH GRADE - NOT ONLINE)

DUE TO CHANGE IN PERSONNEL
RESULTS FOR STUDENTS
Mb-Z NOT AVAILABLE

**Comprehensive Counseling and Guidance Program
Annual Report 2004-05**

School Olympus High School

ENTERED

• we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

See Attachment

In what ways does your school use the district developed SEOP folder?

See Attachment

What would your school consider a "best practice" for SEOP folder utilization – for counselors and for students?

See Attachment

Individual Planning	Counselor Shelley Vroman	Counselor Linda Sullivan	Counselor Chad Croxford	Counselor Kaye Poulton-Timm/ Belinda Ockey	Counselor	Totals
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year – adds and drops included</i>).	406	392	377	380		
Number of students in counselor caseload who have had an <i>individual</i> SEOP intervention meeting with their counselor during the school year.	349	376	334	323		
Number of parents who have met with their student and a counselor in an <i>individual</i> SEOP intervention meeting during the school year.	159	103	130	91		
Total number of <i>individual</i> SEOP intervention meetings counselor with all students (cumulative).	959	1856	1219	903		

System Support Attachment

Describe your schools system for tracking and keeping record of your individual meeting/interventions with students.

Appointment sheets are generated and maintained through our guidance clerk. From these schedules, counselors would then tally their tracking sheets either on the computer or as a hard copy. At the end of each term, our guidance clerk gathers that information from each counselor and prepares it for submission for the district.

In what ways does your school use the district developed SEOP folder?

The SEOP folder is housed and updated through the Career Center. Our Career Counselor updates the information yearly during the SEOP process. Seniors are encouraged to pick up their folders at the end of their senior year.

What would your school consider a "best practice" for SEOP folder utilization – for counselors and for students?

The SEOP folders are becoming obsolete by the time a student enters high school. We are using the data collected during the SEOP presentations to generate lists in Excel which allows our counselors easy acquisition of students' plans such as college and career interests. This helps us to pinpoint students for scholarships and for college recruiters.

Students are also creating their own electronic SEOP portfolios through the Choices program. This offers students access to this information from their home computer. Students can update, add information about themselves, research colleges and careers, and create resumes from home or school. The flexibility of this program makes the rigidity of the current SEOP folders outdated.

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
Counselor Introduction, PSAT & PLAN testing, Career Center, Explore Interests, Grades	10th	yes	Sept. 12-17
Career Center: update SEOP, review assessments (interest, personality) Choices Program	12th	yes	Oct. 5-26
Career Center: Fill out SEOP form, Intro. to Choices Program, Take interest inventory	10th	yes	Nov. 1 - Dec. 14
Bullying - Survey	all sample		Jan. 3-7
Graduation requirements, college entrance, testing, available resources to help now	10th	yes	Jan. 26 - Feb. 2
Career Center: update SEOP, review use of Choices Program, Take Myers-Briggs Personality	11th	yes	Feb. 8-24
college preparation and senior registration, testing, credits, scholarships	11th	yes	Feb. 28 - Mar. 9
Coping skills for Depression Workshop	all - sm. group		Feb. 4

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(at did the students learn by participating in the guidance activity, etc.?) We have used much of the orientation information from the Guidance Curriculum during our group SEOP process as handouts. Students and parents appreciated the information especially the basic definitions which allows students/counselors/parents to use the same language. With that information parents are then able to ask specific questions in regards to concurrent classes, work and graduation requirements. This helps develop those long term plans and reveals how the components of school, work, internships, interests fit into those plans.

Shelley Vroman
Counselor

Gay Paul
Counselor

Janita Sullivan
Counselor

Shawna Wargard
Guidance Assistant

Paul C. Ham
Principal

Don Binkley
Counselor

Carol Carter
Counselor

Belinda Eckey
Counselor

Career Counselor (high schools)

6/3/05
Date

Granite District Guidance Program “Snap Shot” Action Plan and Results

Small Group/USOE “Closing the Gap”

School: Olympus High School

Counselors participating in the project: Shelley Vroman, Linda Sullivan, Chad Croxford, Belinda Ockey, Kaye Poulton-Timm

<p><i>Focus Area: Increase the number of SEOP intervention meetings for identified students (“snap shot”) group.</i></p>	
<p><i>Project Description – Statement of Need:</i> Who are the students you have identified for your “snap shot” group and why do they need more SEOP intervention meetings than other students in the school?</p> <p>Sophomores students who are deficient in credit and failing classes each quarter have been identified for the small group snap shot because they are at risk for success in school and progress towards graduation.</p>	
<p><i>1. Planned Actions (Process Data)</i></p> <p>Analysis revealed different results for each counselor. Listed below are the general observations from each counselor:</p> <p>Project lead to early intervention and alternative placement in Olympus’s alternative program and Central where are achieving varying levels of success.</p> <p>Project allowed counselor early intervention, immediate follow-up and identification of credit deficiencies which allowed effective counselor/parent/student planning for summer and next year’s placement in classes and overall registration.</p> <p>Analysis of data showed that interventions were not successful for the majority of students. This implies that even earlier interventions are necessary. One idea generated was to offer incoming 10th graders the opportunity to make up geography and English over the summer at Olympus giving students a “clean slate” as they start at Olympus High.</p> <p>Relationships were developed that will continue throughout the next year.</p>	
<p><i>2. Expected Outcomes (What do you anticipate?)</i></p> <p>We anticipated that the students’ transition into high school would be easier and that students would achieve more success at Olympus by improving attendance, grades and/or citizenship.</p>	<p><i>3. Results Data</i></p> <p><i>Were planned actions completed? Yes</i></p> <p><i>What are the measurable outcomes or results? Attach your documentation (numbers, etc.)</i></p> <p>See attached documents.</p>

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.



**Comprehensive Counseling and Guidance Program
Annual Report 2004-05**

School Skyline High School

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out "best practices" for record keeping and tracking of the work you do with every student.
- Identify students for a "snap shot" group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE "Closing the Gap Action Plan" requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

Excel Program

In what ways does your school use the district developed SEOP folder?

Written plan for scheduled classes. Parent and student signatures.

What would your school consider a "best practice" for SEOP folder utilization - for counselors and for students?

We use them and appreciate the information we receive from junior highs. They are used for students to keep handouts given to them in sophomore and junior SEOP's. Folders are given to juniors following junior conference.

Individual Planning	Counselor Berry	Counselor Nelson	Counselor Eldracher	Counselor Martin	Counselor	Counselor	Totals
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year - adds and drops included</i>).	413	417	403	384			
Number of students in counselor caseload who have had an <i>individual</i> SEOP intervention meeting with their counselor during the school year.	413	417	322	384			
Number of parents who have met with their student and a counselor in an <i>individual</i> SEOP intervention meeting during the school year.	402	439	268	453			
Total number of <i>individual</i> SEOP intervention meetings by counselor with all students (<i>cumulative</i>).	1599	1496	1007	1850			

ENTERED

List counselor *classroom presentations* by grade level and topics addressed. (Attach separate sheet if needed.)

Topic	Grade Level	Scope and Sequence materials used (Yes or No)	Date
Parent-to-Parent Night: Info on Testing, Colleges, Websites, Financial Aid, Interviews College visits	ALL	NO	Mar. Sept/Oct
"Importance of Education"	Sophs.	No	Nov.
College Information: Small group guidance, Information on testing, colleges, websites, financial aid, interviews and visiting colleges	Juniors	NO	February
IBO small group presentations	9	No	Jan-Mar.
Health Classes: Depression and Suicide Prevention (Mental Health)	Sophomores	District Curriculum	2nd & 4th Term
NAMI Presentations / Eating Disorders, Drug & Alcohol Abuse	all	NAMI Curriculum	Dec-Mar.
Registration for 2005 & 2006 school year, one - on - one in classrooms	ALL Soph/Jr	NO	February
Registration for 2005 - 2006 at Wasatch and Churchill Junior Highs	9th grade	NO	March

Guidance Curriculum Evaluation

Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

We had parents fill out an evaluation form following the SEOP conferences. All expressed appreciation for the information provided and gave positive suggestions for improvement.

Diane Nelson
Counselor

Counselor Garry Eldredson

J. Berry
Counselor

Barbara Robinson
Guidance Assistant

1

Paula B. Martin
Counselor

Counselor _____

Counselor _____

Carol A. Palmer
Career Counselor (high schools)

5-31-05

Date

May 2005

Granite District Guidance Program "Snap Shot" Action Plan and Results

Small Group/USOE "Closing the Gap"

School: Styline High School

Counselors participating in the project: Jo Berry, Larry Eldacher, Paula Martin, Diane Nelson

Focus Area: Increase the number of SEOP intervention meetings for identified students ("snap shot") group.

Project Description – Statement of Need: Who are the students you have identified for your "snap shot" group and why do they need more SEOP intervention meetings than other students in the school?

60 At-Risk students were identified according to deficits in graduation credits, poor attendance (low CPA), and low GPA. We would increase the number of SEOP interventions to give the necessary guidance and support to improve in these areas.

1. Planned Actions (Process Data)

① Each term track number of F's and O's and credits to be made up.
② Meet with students at least once each term to set goals to increase CPA and decrease F's in classes.
③ Send out deficiency letters at end of each term.
④ Make at least 2 parent contacts.
⑤ Make appropriate schedule changes and referrals.

2. Expected Outcomes (What do you anticipate?)

Improved attendance, grades, and make up credit earned.

3. Results Data

Were planned actions completed?

What are the measurable outcomes or results? Attach your documentation (numbers, etc.)

60 students tracked.

CPA

GPA

19 improved

16 improved

41 same or lower

44 same or lower

Make-up credits earned listed on enclosed spreadsheets.

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.

RECEIVED
ENTERED
MAY 16 2005

**Comprehensive Counseling and Guidance Program
Annual Report 2004-05**

School Taylorsville High School

ENTERED

Are we making progress toward our goals?

- Establish unprecedented low counselor to student ratios.
- Hold individual SEOP intervention meetings with every student at least once during the school year.
- Deliver at least one guidance activity per grade each term.
- Carry out “best practices” for record keeping and tracking of the work you do with every student.
- Identify students for a “snap shot” group who need more SEOP interventions than other students and report measurable results or outcomes of your work with these students. (USOE “Closing the Gap Action Plan” requirement)

System Support

Describe your schools system for tracking and keeping record of your individual [SEOP] meetings/interventions with students. (Attach a separate sheet if necessary.)

Our comprehensive guidance clerk keeps a running total of all meetings and interventions on a computer spread sheet. Students and parents sign an SEOP form. Counselors keep track of all interventions to be recorded by the clerk. Counselors are careful to make sure that every student receives an SEOP conference.

In what ways does your school use the district developed SEOP folder?

We have chosen to create a simpler SEOP form that has information pertinent to our population.

What would you consider a “best practice” for SEOP folder utilization for counselors and for students?

We would love to see online SEOP folder that both student and counselor could access and update with ease. It would be advantageous to have a student picture on the folder with an automatic update of the PTG and JBSC data fed to the folder from the district. It would be great if counselor could put notes on the SEOP folder for the student and parent.

Individual Planning	Counselor	Counselor	Counselor	Counselor	Counselor	Totals
Total number of students by counselor caseload (<i>actual number of students from the beginning of the school year – adds and drops included</i>).	422	411	411	406	395	2045
Number of students in counselor caseload who have had an individual SEOP intervention meeting with their counselor during the school year.	422	410	411	406	395	2044
Number of parents who have met with their student and a counselor in an individual SEOP intervention meeting during the school year.	200	135	131	121	161	748

Total number of <i>individual</i> SEOP intervention meetings by counselor with all students (cumulative).	2146	1738	2122	2155	2297	10458
---	------	------	------	------	------	-------

Guidance Curriculum

List counselor *classroom presentations* by grade level and topics addressed. (*Attach separate sheet if needed.*)

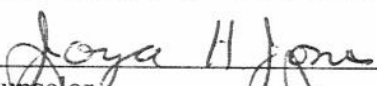
Classroom Presentations	Grade Level	# of Groups	# of Students	Scope and Sequence Materials Used	Dates
ACT Prep	12 th grade students in Senior English classes	17	587	YES	Sept. 9,10
Testing Options – Preparing for College	11 th grade students in Junior English classes	15	652	YES	Sept. 23 & 24
Language of High School / PLAN Test	10 th grade students in Sophomore English classes	22	654	YES	Oct. 11-12
celebrate What's Right With the World/ Attitudes, Values, Decisions	10 th grade students in Health classes	7	327	YES	Oct. 6-7
Exit With a Plan (College Night)	12 th grade students and parents in the evening	1	209 Parents 142 Students	YES	Oct.6
Next Steps to Education and Career Goals (With SEOP Conferences)	11 th grade students in American Studies Classes	19	650 students 145 Parents	YES	Nov. 22 - Dec. 14
PLAN Interpretation	10 th grade students in Career Center	1	37 students 5 parents	NO	Dec. 14
Financial Aid Workshop	12 th grade students and parents in cafeteria in the evening	1	160 Students & parents	NO	Jan. 11
Talents + Abilities Education + Training Career Opportunities With SEOP Conferences)	10 th grade students in World Studies classes	19	654	YES	Jan. 27 - Feb. 10

ACT Test Preparation	11 th grade students in Junior English classes	19	652	YES	Feb. 4 & 7
Sophomore Registration Workshop	10 th grade students in Sophomore English class	22	654	NO	Mar. 2 & 3
Junior Registration Workshop	11 th grade students in Junior English class	25	652	NO	Feb. 28 & Mar. 1
Celebrate What's Right With the World/ Attitudes, Values, Decisions	10 th grade students in Health classes	7	327	YES	Mar. 22 & 23

Guidance Curriculum Evaluation

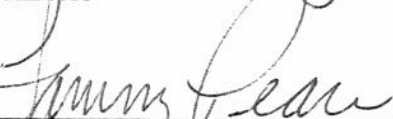
Have you evaluated the effectiveness of at least one guidance curriculum activity during the school year?
(What did the students learn by participating in the guidance activity, etc.?)

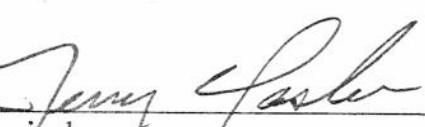
We did a pre and post test in the "Celebrating What Is Right with the World" in the fall. As a result of the results we changed the curriculum for the spring. Student averaged over 90% on the post test in the fall.

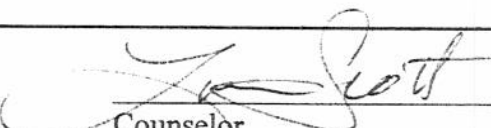

Counselor


Counselor


Counselor

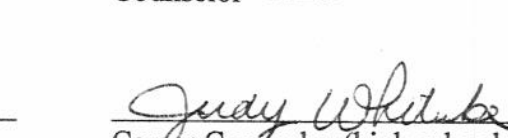

Guidance Assistant

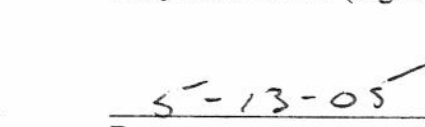

Principal


Counselor


Counselor


Counselor


Career Counselor (high schools)


Date

May 20\

Granite District Guidance Program “Snap Shot” Action Plan and Results

Small Group/USOE “Closing the Gap”

School: Taylorsville High School

Counselors participating in the project: Carolyn Boies, Pamela Jensen, Joyce Jones, Guy Padjen, Lorri Scott

<i>Focus Area: Increase the number of SEOP intervention meetings for identified students (“snap shot”) group.</i>	
<i>Project Description – Statement of Need:</i> Who are the students you have identified for your “snap shot” group and why do they need more SEOP intervention meetings than other students in the school? We identified seniors who were deficient in credit. It was likely that they would not graduate if they did not receive extra SEOP interventions.	
<i>1. Planned Actions (Process Data)</i> 1. Senior SEOP with individual student in September to alert them to their situation and to make a plan. 2. Referrals for remediation each term as required. 3. Quarterly letters to parents aprising them of students graduation status and inviting them to come in to meet with counselor. 4. Extra parent meeting, phone calls, emails etc. 5. Meeting with students again a minimum of 6 times, some are many more times.	
<i>2. Expected Outcomes (What do you anticipate?)</i> We anticipated that the majority of the students would complete their make-up work, get on line with their credits and graduate.	<i>3. Results Data</i> <i>Were planned actions completed?</i> <i>What are the measurable outcomes or results? Attach your documentation (numbers, etc.)</i> Planned actions were completed. See attached documentation.

Guidelines:

Approach the project as a team – the same goals and planned actions to support a guidance program rather than individual counselor positions in your school. Participation in this project is a requirement from the USOE for on-going funding.

